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ABSTRACT

A 1985 review of secondary education in Alberta culminated in a set of policies and directional statements designed to more effectively prepare students for the future. One challenge arising from these policy statements was the identification of essential concepts, skills, and attitudes that all students should acquire by the time they graduate from high school. Ten areas of importance are considered essential. This document has been prepared to assist teachers, consultants, and others who prepare curriculum. Each of the essential areas is presented in terms of concepts, skills, and attitudes that are related. The ten groups are: (1) self concept and lifestyle; (2) interpersonal relations; (3) critical and creative thinking; (4) communication; (5) science and mathematics; (6) lifelong learning; (7) citizenship; (8) career exploration; (9) consumer and producer awareness; and (10) global and environmental awareness. Definitions are presented for the following terms; concept, skill, value, attitude, and essential. (MT)

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ESSENTIAL CONCEPTS, SKILLS AND ATTITUDES FOR GRADE 12

SECOND DRAFT

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INTRODUCTION

What are the most important things for our students to learn in school so that they will be able to live successfully in the twenty-first century, the century in which our high school graduates will spend most of their lives? Children entering grade one in 1987 will finish high school just in time to greet the new century. We want our children to be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the lives of their communities.

The review of secondary education in Alberta culminated in a set of policies and directional statements in June 1985. Those policies and directional statements set the stage for changes in secondary school programs which will more effectively prepare students for the future. One challenge which arose from the policy statement was the identification of essential concepts, skills, and attitudes which all students should acquire as they progress from their earliest learning experiences until they graduate from grade twelve.

Findings from the research done in the early stages of this project have centered on ten areas of importance. These areas appear in statements about secondary school reform across North America and in the efforts of other Canadian and American jurisdictions which are asking questions similar to the ones Alberta has raised. In some cases, these areas of emphasis have received attention in Alberta curriculum for some time; in other cases, emphasis is more recent. The ten areas are described in both summary and in detail on the following pages. They are presented in terms of concepts, skills and attitudes.

PURPOSE OF ESSENTIAL CONCEPTS, SKILLS AND ATTITUDES

The ten groups of essential concepts, skills and attitudes will be used to help set priorities for the total provincial curriculum. In each subject area, some of the concepts, skills and attitudes from each group will be present.

The essential concepts, skills and attitudes will also be used to interrelate subject areas meaningfully. For example, critical thinking is an essential skill that is one of the "threads" which will interrelate the subjects.

STRUCTURE OF THIS DOCUMENT

The essential concepts, skills and attitudes have been prepared primarily to assist the teachers, consultants and others who develop curriculum at the provincial level. The language and format have been designed for this purpose. Because this information is important in showing some of the emphases to be placed in future curriculum, the document is also being shared with secondary principals and teachers throughout the province.

FURTHER WORK ON ESSENTIAL CONCEPTS, SKILLS AND ATTITUDES

This material is in its second draft. Over the next two years, as curriculum developers use these concepts, skills and attitudes, some revisions will be made to this draft. A final document will result from comments and evaluations submitted by readers and users.

SELF-CONCEPT AND LIFESTYLE:

Individuals live and grow in a world that affects them physically, socially, emotionally, spiritually and intellectually. Positive, caring environments are essential for the development of a healthy self-concept that allows individuals to take charge of their own growth and the growth of the larger society through their personal contributions.

CONCEPTS

By the end of grade 12, students should understand that:

1. Positive self-concept, self-acceptance and self-appreciation are motivating and essential driving forces in human development and personal fulfillment.

2. Individuals have characteristics that are the result of interactions between genetic and environmental factors.

3. All people have universal cultural traits such as: language, technology, political and social organization, moral and legal sanctions, religion and philosophy, creativity and ways of resolving differences.

4. All people have physical, intellectual, social, spiritual and emotional needs; how these needs are met has varied over time and from place to place.

5. The culture in which one matures influences and shapes one's value system.

6. In a modern technological society, individuals belong to many groups, creating choices about many aspects of lifestyle.

7. Changes in lifestyle have been accelerated by mobility, communications and the knowledge explosion.

8. Differences in lifestyles may be attributed to the economic welfare and the natural resource base of a region or country.

9. Values, traditions and beliefs influence decisions regarding lifestyle and community life.

10. Basic values and beliefs of individuals and societies are reflected in lifestyle.

SKILLS

By the end of grade 12, students should be able to:

1. Assess themselves objectively in order to achieve an awareness and acceptance of their capabilities and limitations.
2. Present themselves with confidence and a sense of well being.
3. Understand the many variables that affect their self-concept and their ability to affect some of these variables when striving for positive self-development.
4. Make appropriate decisions to cope successfully with adversities and setbacks.
5. Develop the self-direction, self-discipline, and sense of responsibility necessary to identify and pursue life goals.
6. Examine and assess their attitudes and values, understanding how these attitudes and values will influence all dimensions of their lives.
7. Identify, utilize and evaluate various approaches for assessing and solving problems.
8. Develop realistic plans and provisions for changing life situations and their own life styles.
9. Recognize and use methods for successfully dealing with change, anxiety and stress.
10. Examine and implement principles of nutrition, exercise, safety and disease prevention that will contribute to their life-long health.
11. Develop skills of self-expression for competent communication with others.
12. Have begun to integrate into their life experience the loss that comes through severance of a personal relationship.
13. Manage time effectively.
14. Understand themselves as individuals in a broad historical and cultural context.

ATTITUDES

By the end of grade 12, students should:

1. Have an attitude of respect for their own uniqueness as persons.
2. Be committed to enhancing their own growth and development in social, emotional, ethical, physical and intellectual areas.
3. Continue to develop a positive, realistic self-image, through an understanding and acceptance of themselves with their strengths and limitations.
4. Strive to develop a philosophy of life that reflects responsibility to self as well as to others in a highly complex and changing world.
5. Foster a sense of purpose in life and joy in living.
6. Cultivate values of integrity and honesty with self and others.
7. Maintain personal ideals and values in face of pressure.
8. Accept responsibility for their decisions and actions while they cultivate self-reliance and flexibility in a changing world.
9. Have developed a responsible attitude towards their physical fitness and health including nutrition, disease prevention and safety.
10. Be respectful towards self and others by being clean and neat in their person and in their surroundings.
11. Have a responsible attitude toward sexuality.
12. Have a responsible attitude toward tobacco, alcohol and drugs.

INTERPERSONAL RELATIONS:

Interaction is the key component to communication, cooperation and understanding among people. All individuals need to appreciate individual differences and people, and learn to live, learn, share and grow in a multicultural world. Individuals must also learn to understand and appreciate how persons and nations are dependent on each other for survival.

CONCEPTS

By the end of grade 12, students should understand that:

1. Social interaction involves and often results in cooperation, conflict, assimilation, accommodation or extinction.
2. All societies and cultures have systems of social control.
3. Individuals or groups may be the victims of prejudice and discrimination because of values placed on factors such as age, sex, ethnicity, religion, physical or cultural differences.
4. Institutions are the primary socializing agents by which individuals become functioning members of society.
5. Relationships between individuals and groups are characterized by degrees of personal intimacy, social cohesion, moral commitment and continuity.
6. A sense of community is characterized by involvement, shared purpose and a sense of belonging.
7. Cultural and social norms are acquired through group interaction.
8. Cultural change is influenced by scientific and technological advances.
9. Individuals and nations are becoming increasingly more interdependent.
10. Misunderstandings often result when individuals, groups or nations interact with other cultures from only the perspective of their own culture.
11. Individuals, groups and nations use a variety of means for conflict resolution.

SKILLS

By the end of grade 12, students should be able to:

1. Communicate well with others using verbal and non-verbal skills.
2. Develop listening skills for communication and interactions with others.
3. Understand the relationship among values, goals and behaviour, and how this complex relationship affects interaction with others.
4. Accept individual responsibility for their behaviour in building and maintaining relationships.
5. Recognize that each individual has value as a human being and should be respected as a person.
6. Use their knowledge of personal values and attitudes in understanding their interactions with other individuals, and with members of a group.
7. Participate in conflict resolution and work toward common goals by systematically solving problems when cooperating or collaborating in mutual endeavors.
8. Identify unsatisfactory personal relationships and make constructive decisions regarding those relationships.
9. Identify situational differences and apply appropriate behaviours commensurate with differing circumstances.

ATTITUDES

By the end of grade 12, students should:

1. Take some responsibility for communicating with others, as well as building and maintaining relationships.
2. Be attentive when others speak in direct conversation or to an audience.
3. Respect the right of others to their point of view and be considerate and understanding of their needs.
4. Be willing to participate with others in conflict resolution.
5. Accept and appreciate those of different cultures, races, religions and social groups, age and sex, as well as those who differ physically, mentally or socially from the norm.
6. Accept others as having worth, and as having the right to be treated with dignity and respect.
7. Value being loyal, dependable, honest, truthful, sincere, kind, conciliatory, unselfish and generous.
8. Value interpersonal relationships for the positive results for themselves and others.

CRITICAL AND CREATIVE THINKING:

CONCEPTS

As individuals are faced with a world of continuous and accelerated change, critical and creative thinking skills take on increased importance as they attempt to cope with a more and more complex existence.

Individuals have to be able to analyze problems, to consider alternatives, to make decisions, to plan, and to implement appropriate action.

Critical and creative thinking skills are essential to solving personal or family crises, or proposing creative alternatives in the job situation.

By the end of grade 12, students should understand that:

1. Individuals and groups will increasingly need a range of thinking skills as a basis for understanding and explaining the world.
2. Basic values and beliefs of a society are reflected in its accomplishments.
3. Individuals and groups must learn to tolerate and manage uncertainty, change and ambiguity.
4. Critical thinking will be more necessary as the mass media and other forms of communication increase their influence.
5. Individuals and groups possessing the necessary knowledge, skills and attitudes to pursue a desired course of action have a greater potential to effect change.
6. Integration and interdependence of knowledge increase as society evolves and develops.
7. Extension of learning requires new knowledge, skills, attitudes and risk-taking.
8. Work in society is a reflection of man's creative endeavours.

SKILLS

By the end of grade 12, students should be able to:

1. Explore concepts and bodies of knowledge and constructively question established ideas.
2. Examine and assess a variety of viewpoints on controversial issues before forming an opinion.
3. Listen to and examine evidence and consider alternatives before making a decision.
4. Develop critical reasoning abilities that demonstrate independence of thought.
5. Develop creative and risk-taking abilities.
6. Develop and use higher cognitive skills, and the ability to "learn how to learn".
7. Maximize unique talents, initiative, and creativity in the pursuit of excellence to enhance personal and societal goals.

ATTITUDES

By the end of grade 12, students should:

1. Have developed an attitude of curiosity and spontaneity.
2. Be open to new ideas, insights and change.
3. Be courageous in expressing personal convictions.
4. Be critical and constructive in approaching new ideas and new ways.
5. Appreciate creativity as exhibited in all areas of human endeavour.
6. Continue to develop their creative abilities and utilize them in a constructive manner to contribute to society and to personal satisfaction.

COMMUNICATION:

As technology increases our ability to communicate more efficiently and effectively on a world wide basis, our need for increased communication skills grows. Because of the information explosion and advanced communication technology, all individuals will have to interact with a variety of information systems and communication methods.

CONCEPTS

By the end of grade 12, students should understand that:

1. Individuals utilize a number of means to express themselves and communicate with others.
2. The means of communication are determined by the intention and purpose of the individual.
3. Technology has increased the opportunity to communicate with others.
4. Technology has influenced the quality of communication with others.
5. Communication influences socialization, work, leisure and learning.
6. Cultural understanding and tolerance are dependent on communication at a personal, national and international level.
7. A number of factors including the means of communication and the point of view of the sender differentially affect the message.
8. Interpersonal communication allows the individual to understand better both self and others.
9. Communication allows for an exploration of human experience and values.

SKILLS

By the end of grade 12, students should be able to:

1. Demonstrate an ability to listen, speak, read, write, and view for information, pleasure and career development.
2. Demonstrate an ability to paraphrase, predict and question ideas encountered in written and spoken language.
3. Demonstrate a knowledge of literary heritage and its purposes, complexity and value to today's culture.
4. Use language to express thoughts, feelings and experiences in written and spoken form.
5. Construct meaningful communications and analyze the communications of others.
6. Develop and employ skills for accessing and processing information in a technologically advanced environment.

ATTITUDES

By the end of grade 12, students should:

1. Value the communication skills which they have acquired.
2. Be aware of the importance of utilizing communication skills for the purposes of socialization, work, leisure and learning.
3. Desire to continue to develop the ability to listen, speak, read, write and view effectively.
4. Enjoy reading for recreation and appreciate the benefits of reading for utility.
5. Be appreciative of human values and judgements on life as they are recorded in literature.

SCIENCE AND MATHEMATICS:

Computational and problem solving skills are basic in a world of changing demands. Workers and consumers need to be able to compute and to solve problems efficiently. Proficient analysis, synthesis, evaluation and application will become day-to-day tools that individuals will need in personal, work, leisure situations and across all other aspects of their daily lives.

CONCEPTS

By the end of grade 12, students should understand that:

1. Computational competence is required in personal, professional and daily experience.
2. Technology, in the form of calculators and computers, has influenced the quality and process of computation.
3. The physical and biological universe exhibits phenomena which can be described in terms of mathematical relationships.
4. Principles and laws which apply to the physical sciences also apply to the biological sciences.
5. Scientific and mathematical models are human constructs designed to explain physical and biological phenomena in terms which produce generalizations that possess predictive qualities.
6. The use of controlled experimentation in hypothesis testing is central to the process of science.
7. Scientific and mathematical principles are the foundation of the development of technology.
8. Communication in science and mathematics requires a precision of terminology.
9. Research and development in science and mathematics are reflected in a nation's standard of living.
10. Scientific knowledge is generated and applied within a social context which may create ethical dilemmas.

SKILLS

By the end of grade 12, students should be able to:

1. Demonstrate a knowledge and understanding basic mathematical skills.
2. Understand and apply data collection, organization, and interpretation skills.
3. Use calculators and computers to aid in the solution of problems.
4. Develop and use the skills of approximating, estimating and predicting.
5. Analyze data and use appropriate strategies in problem solving.
6. Apply linguistic and analytical skills to deal with large bodies of information.
7. Develop and refine skills of observation.
8. Apply the principles of the scientific method to specific physical or biological questions.
9. Differentiate between and apply inductive and deductive reasoning.
10. Use precise symbols and terminology of science and mathematics in oral and written communication.
11. Utilize established scientific or mathematical models as a comparative base for observed data.
12. Analyze critically the possible impact of scientific research and technological development on society.
13. Recognize the limits of science, technology, and mathematics in problem solving.
14. Recognize components and interactions within systems.

ATTITUDES

By the end of grade 12, students should:

1. Have developed a positive attitude towards mathematical and scientific processes and skills.
2. Appreciate the usefulness of computational competence and problem solving skills.
3. Appreciate that in solving problems scientifically new technologies develop.
4. Value the contributions of science and mathematics to our cultural heritage and to the progress of civilization.
5. Appreciate the ethical dilemmas that may arise from the application of scientific research and/or technological developments.
6. Appreciate the relationship among science, technology and society.

LIFELONG LEARNING:

The world is changing rapidly, and the evolution of new technology will likely accelerate further changes in the future. Individuals must expect to become involved in continuous learning activities that will allow them to adapt and adjust appropriately several times in their lifetime.

Jobs will change; so will the skills needed to carry out the jobs. No one type of training will prepare individuals for all of the future. Several vocations in a lifetime will become the norm rather than the traditional one career per person that has characterized the past.

CONCEPTS

By the end of grade 12, students should understand that:

1. Change in one aspect of culture influences the total culture.
2. Cultural change may occur as a result of diffusion, invention or innovation.
3. Accelerating change and uncertainty are challenging individuals and societies.
4. Individuals influence their future by deciding what they want and working to achieve it.
5. Changing attitudes have resulted in changing patterns of work, leisure time pursuits, and lifestyles.
6. Changing environmental and demographic conditions influence the future of mankind.
7. The rate of change varies greatly within and between societies.
8. Scientific, technological, economic, cultural and political factors induce change in society.
9. The rate of change increases with advances in science, technology and communication.
10. Technological advances and changing demographic conditions have accelerated the interdependent nature of the world.
11. The values and attitudes of a culture frequently present obstacles to change.
12. Changes may cause individuals or groups to experience alienation, loss of identity, dislocation, conflict and risk.
13. Learning is a lifelong process.

SKILLS

By the end of grade 12, students should be able to:

1. Recognize the inevitability of change.
2. Recognize the effects of change on individuals and society.
3. Adapt to changing perceptions and perspectives of the world.
4. Recognize that flexibility and adaptability are important attributes in a changing world.
5. Understand the changes created in and by a technological society and the possible impacts of these changes.
6. Examine and assess human values that may be required to survive in the possible societies of the future.
7. Examine and assess medical, scientific and information trends and technologies and their ethical implications.
8. Examine and assess possible changes in lifestyles associated with natural resource depletion.
9. Plan for the future, cope with ambiguity and uncertainty and consider personal values as a guide to decision-making.
10. Cultivate flexibility and adaptability to enable lifelong learning.
11. Develop independence and innovative approaches in learning.
12. Develop appropriate strategies to produce constructive change.

ATTITUDES

By the end of grade 12, students should:

1. Have developed attitudes of intellectual curiosity and pursuit of knowledge.
2. Value the necessity of learning throughout life.
3. Be open-minded toward future change, be aware of its effects on individuals and society and be prepared to cope with change which will affect one's lifestyle, work and leisure.
4. Be willing to apply maximum effort and to attain effectiveness in performance.
5. Continue to develop responsible attitudes to environmental and social change.
6. Maintain positive attitudes toward leisure in all its forms, present and future.
7. Be willing to participate in planning and shaping the future.
8. Appreciate crafts and the fine arts as a form of personal enrichment, self-expression or entertainment.

CITIZENSHIP:

In Canada, as in all democratic nations, the system of government depends heavily upon citizen participation. Individuals have the opportunity, and the responsibility, to exercise their powers in decision making and change. As participants in a democratic process, individuals must learn to develop and apply decision making skills that reflect social understanding and responsibility. The development and practice of such skills will continue to be an important component throughout life.

CONCEPTS

By the end of grade 12, students should understand that:

1. Institutions tend to support and are influenced by the roles, norms and values of the societies in which they are found.
2. In a democracy the government is freely elected by the people.
3. Citizenship in a democratic society is the exercising of rights, responsibilities and privileges by individuals.
4. Political decisions are determined by the government and are influenced by institutions in a society.
5. Political, economic and social tensions arise as societies change.
6. Increased diversity within a society places demands upon its institutions and often results in institutional change.
7. Rights and responsibilities of individuals are defined by the ideology or government of the society.
8. Conflicts arise within political systems when the goals and aspirations of individuals or groups conflict with actions taken by the state.
9. The degree of power and the responsiveness of a government affect the amount of involvement and influence individuals may have in changing society and its institutions.
10. Cooperation and sharing are required in a society in order to develop and maintain a sense of community.
11. The variety of traditions, cultures and values of people play an important role in shaping individuals and society.

SKILLS

By the end of grade 12, students should be able to:

1. Recognize the personal commitment necessary for responsible community involvement.
2. Understand social and political processes and their structures.
3. Locate and employ appropriate public and private services for assistance in solving individual or community problems.
4. Recognize the impact of community decisions on individuals and groups.
5. Cooperate and share.
6. Recognize the benefit of service, cooperation, sharing and stewardship.
7. Demonstrate awareness of global issues and the contribution of local activity to the resolution of global problems.
8. Exercise the responsibilities, obligations and duties inherent in a democratic way of life.

ATTITUDES

By the end of grade 12, students should:

1. Appreciate the rights and responsibilities of citizenship.
2. Be committed to ideas and ideals which are the foundation of democracy.
3. Cultivate a sense of communal responsibility and respect for the rights of all people within society.
4. Respect and appreciate the worth of all people.
5. Recognize and accept the need for law and order and for rules and regulations in society.
6. Have respect for and protect public and private property.
7. Be interested and involved in participatory decision-making and sharing of responsibility for carrying out decisions.
8. Understand and accept the role of the family with its variety of structures.
9. Respect and desire to help those in need.
10. Value peaceful resolution of conflicts in personal relations and in society as a whole.
11. Appreciate and selectively participate in intellectual, cultural and recreational activities.
12. Appreciate the need for organizational structures and procedures based upon democratic principles, including participatory decision-making.

CAREER EXPLORATION:

Exploring careers will be a continuous challenge in the future. Technological change will increase the need for ongoing career preparation and repeated career choice. This career exploration and effective career choice will depend on an understanding and appreciation of the principles of lifelong learning.

Individuals will need to develop the skills to recognize the need for new leaning, and the ability to apply newly learned skills in the changing work environment. Individuals who have the ability to use communication and interpersonal skills to adapt will have the advantage.

CONCEPTS

By the end of grade 12, students should understand that:

1. New advances in technology are challenging conventional technology, economic and political systems as well as career and employment patterns.

2. Career opportunities have emerged from the information age and knowledge explosion replacing many traditional "industrial" age occupations and services.

3. The social-political-economic environment affects individuals' economic opportunities and personal well being.

4. New demand for manpower and training will be required as robotics and automation become prevalent.

5. Career opportunities are altered by the potentiality and resourcefulness of a society.

6. Decisions regarding career alternatives need to consider quality of life, health, and interpersonal relationships.

7. Personal and professional ethics are an integral part of a variety of work situations.

SKILLS

By the end of grade 12, students should be able to:

1. Describe the factors that influence our attitudes and behaviour concerning work and use this understanding to develop a successful and productive work attitude and ethic.
2. Communicate effectively in a variety of work situations.
3. Understand the nature and role of self-motivation as it relates to successful and productive work experiences.
4. Identify the steps involved in career preparation in order to facilitate career changes throughout life.
5. Identify, develop and apply personal characteristics which enhance leadership abilities.
6. Evaluate the benefits and risks of various career decisions.
7. Have some understanding of personal and professional ethical standards and their application to work situations.
8. Have some understanding of organizational structures and leadership characteristics.

ATTITUDES

By the end of grade 12, students should:

1. Have an appreciation of factors that influence motivation and attitudes toward work.
2. Be a self-motivated individual and help to motivate others.
3. Have developed positive attitudes towards their work and the skills required in the work place.
4. Have the desire to assume responsibility, take initiative and pursue excellence in their endeavours.
5. Be creative and innovative, prompt, industrious and persevering.
6. Have developed integrity with respect to personal ethics.
7. Be open and flexible toward the changing world of work.
8. Accept the need for rules and regulations in the workplace.
9. Recognize and value the role and benefits of entrepreneurial endeavour.
10. Appreciate the value of all types of work and of workers who contribute to a productive society.

CONSUMER AND PRODUCER AWARENESS:

In a world of increased travel and communication, individuals should understand the diversity of economic systems in the world. They should also understand the nature and impact of these systems on the consumer. A world of instant communication and aggressive advertising has provided the consumer with an explosion of information. Individuals have to be able to sort through this information efficiently and effectively to determine what they do and do not need to provide themselves with appropriate alternatives that meet their needs.

Individuals will need to apply the principles of critical and creative thinking in order to assess the deluge of information available to them and to design appropriate courses of action. Whether buying, selling or investing, consumers must understand possible alternatives and their subsequent implications.

CONCEPTS

By the end of grade 12, students should understand that:

1. All people and societies engage in varying levels of production and consumption.
2. The patterns of production and consumption determine economic and employment opportunities.
3. Producers have responsibilities to consumers and consumers have responsibilities in the choice and use of products.
4. People and nations have to make production and consumption choices among the limited resources to best meet their needs.
5. In modern technological societies, service industries tend to grow at a faster rate than production industries.
6. There is a variety of economic systems throughout the world.
7. Economic and political systems within nations are interdependent.
8. All economic systems are dependent on one another.

SKILLS

By the end of grade 12, students should be able to:

1. Possess the basic computational and reading skills to enable them to function as effective consumers.
2. Manage personal finances in areas such as budgeting, banking, insurance, credit, investments, and taxes.
3. Recognize the techniques of advertising and the effects of mass communications on expectations and actions.
4. Understand the relationship between expectations of consumers and responsibilities of producers.
5. Understand the impacts of consumer behaviour.
6. Understand the nature and dynamics of a free enterprise system and other economic systems.
7. Understand the Canadian and world economic systems and their impact upon individual consumers and producers.

ATTITUDES

By the end of grade 12, students should:

1. Have an interest in consumer needs and consumer protection laws.
2. Appreciate the effects of advertising and the mass media on consumerism.
3. Have a sense of responsibility toward the utilization of financial and material resources.
4. Have positive attitudes toward developing the diversity of skills needed in a consumer society.

GLOBAL AND ENVIRONMENTAL AWARENESS:

Individuals must appreciate the effects of political, scientific and technological decisions upon their own environment and that of their neighbors in the larger global village. Decision making that reflects global stewardship must be encouraged.

Technology will continue to affect people and their environments. All nations are dependent upon one another to make wise and efficient use of science and technology in developing resources and in allowing for future growth of resources in a globally healthy environment.

CONCEPTS

By the end of grade 12, students should understand that:

1. Interdependence exists between all living things and the environment.
2. Imbalances between resource distribution and technological, political and economic power create global tensions.
3. People and nations make choices between conservation and utilization of resources.
4. Increased utilization of resources may result in scarcity, resource depletion and environmental damage.
5. Scientific and technological advances may affect society and the environment positively and negatively.
6. The survival of mankind may be dependent upon the responsible use of science and technology.
7. "Global stewardship" demands the nurturing and protection of the human and physical environment by all peoples and nations.
8. The diversity and complexity in the global community are increasing.
9. The earth has finite limits.
10. The scarcity of resources may necessitate a search for alternatives.
11. The way people modify and interact with the environment is determined by the attitudes and values of the culture.
12. The global environment is dynamic.

SKILLS

By the end of grade 12, students should be able to:

1. Recognize the need to balance long term environmental objectives with economic and social needs.
2. Demonstrate ways to make efficient use of resources.
3. Examine ways in which individuals may participate in the social and political systems which influence environmental policy.
4. Provide examples of the ecological interactions and interdependency among people, other living organisms, and the environment.
5. Understand the effects of the environment on human behaviour and health.
6. Examine the effects of human behaviour on the environment.

ATTITUDES

By the end of grade 12, students should:

1. Possess an attitude of being in harmony with nature and the environment.
2. Appreciate the beauty of the natural environment.
3. Be concerned and active regarding preservation, the appearance and wise use of the natural environment and its resources.
4. Realize the interdependency of human beings with other living forms and with the environment and be conscious of the effects of environment and environmental changes on human beings and society.
5. Have developed responsible attitudes toward consumption as it is related to the needs of less privileged parts of the global community.
6. Value the development of information, science and technologies while continuing to cultivate human values and be responsive to human needs.
7. Value both cooperation and competition as they are played out in world economic systems and the resultant impact on society.
8. Be interested in international, political, social and economic affairs.

DEFINITIONS

The following definitions of terms have been used as guides in the development and revisions of the essential learnings. They may be revised in the future but, to date, they have been useful.

Concept – A concept is an abstract or general idea about specific instances that have common properties or an identifiable relationship to one another. A useful concept is broad enough to transcend mere description but narrow enough to be meaningful.

Concepts provide shortcuts which make it possible for us to think and to communicate with each other. They help us to organize information so that data take on a new meaning as they are related to each other.

Skill – A skill is a well-developed capability of any kind, including intellectual, physical or artistic capability.

Value – A value is an individual's or a group's conviction of what is right, proper and desirable. Values are the standards people use in observing and judging the world around them and in deciding how they themselves will act.

Attitude – An attitude is a general predisposition or mental set with regard to any persons, beliefs or other entities.

Essential – (For the purposes of this catalogue, essential has been defined in terms of the content which will be included in Programs of Studies.)

– Essential content is: (1) important for students to acquire for life today and in the future; (2) necessary to be included in the school curriculum as part of the required portion of courses; and (3) that content for which the school has the major responsibility to communicate to its students (as compared to the community, the church, the family.